



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

hesitate to apply it to the control of human conduct. Do not, in part at least, the old traditional controls represent a more or less blind, prescientific struggle for collective protection against those types of "personality" which have objected to recognizing the limitations imposed upon action by the presence of other personalities which also claim rights?

While much space is given to the analysis of the objectional categories, data being drawn from various anthropological sources, nowhere does the author define her substitute criterion, "personality." Which does she mean by personality—action without constraint, or action under a new scientifically organized control as distinct from the old controls of status? The context appears to indicate the former rather than the latter. Such vagueness of definition is baffling to the student who seeks a method which he can test.

L. L. BERNARD

UNIVERSITY OF MISSOURI

Poverty the Challenge to the Church. By JOHN SIMPSON PENMAN.

Boston: Pilgrim Press, 1915. Pp. xii+138. \$1.00.

The aim of this brief treatment of poverty is to focus the reader's attention on those preventable causes found in social and economic maladjustment rather than on those inhering in personal and character defect, and, further, to show that a solution of poverty is possible within the present economic system as contrasted with that offered by socialism. The remedies are found in the minimum wage, profit-sharing, and in social legislation covering workmen's compensation, industrial insurance, etc. In discussing these reforms, and in all his treatment of the distribution of wealth, the author recognizes the time element involved, as well as the more sinister fact that their adoption waits upon the good-will of the capitalist and the captain of industry. In the event of the masters proving to be uneducable and unsocial, socialism is the outcome to be expected.

The chapter dealing with the relation of the church to the problem is frankly critical, but not, therefore, without constructive suggestions. In applying the method of the Consumers' League to the purchase of stocks and bonds, and in insistence upon those physical conditions necessary to right living, the author sets a higher standard than now prevails among church people. His counsels are: turn on the light, put justice above philanthropy, support social legislation, buy white securities only, relate the ethics of Jesus to economic life, keep the pulpit

free. That this last counsel is very difficult to realize the author candidly recognizes. He might possibly have added the value of the forum idea as a church method for the sympathetic discussion of all the problems involved. The book is valuable alike for its array of statistics and for its sanity.

ALLAN HOBEN

UNIVERSITY OF CHICAGO

Fundamentals of Sociology. By EDWIN A. KIRKPATRICK. Boston: Houghton Mifflin Co., 1916. Pp. x+291. \$1.25.

The author is primarily a psychologist, and has made contributions to the literature of psychology with special reference to education. After more than a quarter of a century of interest in education, psychology, and sociology, he has become convinced that "sociology may be of as much value to education as psychology." He affirms that "the science of education constitutes one division of sociology," and that out of its "immense literature of facts, researches, theories, and speculations there is just emerging the new science of sociology that must be the basis of all successful reforms."

The present work is intended as a brief text for classes, particularly in normal schools. "No attempt has been made at completeness of treatment of any topic." But the materials chosen are clearly conceived and excellently presented. Although "no effort has been spared to reveal the fundamental influences affecting group life and action," one cannot help wishing that teachers who go into sociology at all might go into it a little more deeply. Simplicity is secured by turning attention to the overt activities of society and away from the prevalent ideas and sentiments of which overt activities are the expression. This is like making astronomy easy by teaching the Ptolemaic system, which is simpler than the facts. Explanation of social activities and of the differences between different societies and different stages of social evolution is possible only through study of the modes of variation in prevalent ideas and sentiments and of the types of causation by which prevalent ideas and sentiments are molded. It is the study of this inner essence of social life that affords the basis for social control and renders the most significant service of sociology to education. The author classifies the social activities according to the needs which these activities aim to supply, namely, economic, protective, recreative, cultural, social, moral and religious, and educational needs. The space devoted to educational needs lacks only two pages of being one-fourth of the text. Three